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STATE NORMAL SCHOOL
LOWELL MASSACHUSETTS



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THE MAIN BUILDING OF THE LOWELL NORMAL SCHOOL.

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS



TWENTY-FOURTH YEAR

1921-1922

PUBLICATION OF THIS DOCUMENT
APPROVED BY THE
SUPERVISOR OF ADMINISTRATION.

The Commonwealth of Massachusetts

Department of Education.

PAYSON SMITH *Commissioner of Education.*

Advisory Board of Education.

SARAH LOUISE ARNOLD		300 The Fenway, Boston.
Mrs. ELLA LYMAN CABOT		1 Marlborough Street, Boston.
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WALTER V. McDUFFEE		336 Central Street, Springfield.
THOMAS H. SULLIVAN		Slater Building, Worcester.

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

STATE NORMAL SCHOOLS.

Bridgewater, ARTHUR C. BOYDEN, Principal.
Fitchburg, WILLIAM D. PARKINSON, Acting Principal.
Framingham, JAMES CHALMERS, Principal.
Hyannis, WILLIAM A. BALDWIN, Principal.
Lowell, CLARENCE M. WEED, Acting Principal.
North Adams, ROY LEON SMITH, Principal.
Salem, J. ASBURY PITMAN, Principal.
Westfield, CLARENCE A. BRODEUR, Principal.
Worcester, WILLIAM B. ASPINWALL, Principal.
Normal Art School, Boston, ROYAL B. FARNUM, Principal.

Faculty.

JOHN J. MAHONEY ¹	PRINCIPAL.
CLARENCE M. WEED	<i>Acting Principal.</i>
WILLIAM E. RILEY	<i>Penmanship and reading methods.</i>
BLANCHE A. CHENEY	<i>Civics and history.</i>
EMMA RAMSAY	<i>Supervisor of practice.</i>
HEBER M. CUBBERLEY	<i>Nature study and school gardening.</i>
INEZ FIELD DAMON	<i>Music.</i>
ELIZABETH D. FISHER	<i>Education and psychology.</i>
JOSEPHINE W. CHUTE	<i>Drawing and practical arts.</i>
MIRION H. MILNER	<i>Physical education.</i>
SARAH E. LOVELL	<i>English.</i>
FRANCES CLARK	<i>Geography and arithmetic.</i>
HELEN L. HOGAN	<i>Oral expression and hygiene.</i>
ETHEL E. KIMBALL	<i>Secretary and librarian.</i>
BEATRICE L. DOWLING	<i>Stenographer.</i>

Practice Department.

Bartlett Training School, Lowell.

CHARLOTTE M. MURKLAND	PRINCIPAL.
KATHERINE L. FARLEY	Sixth grade.
MARY L. WALLACE	Sixth grade.
ALICE K. DINNEEN	Fifth and sixth grades.
KATHERINE F. FARLEY	Fifth grade.
MARIA W. ROBERTS	Fifth grade.
GRACE C. DELANEY	Fourth grade.
REGINA B. FRAPPIER	Third grade.
EMMA M. GRAHAM	Second and third grades.
FRANCES C. MORIARTY	Second grade.
ESSIE E. ROCHE	First grade.
MARY E. SNOW	First grade.
HELEN W. NOYES	Principal of kindergarten.
EDITH J. ATWOOD	Office supervision.
AMY L. TUCKE	Music.
HELENE ABELS	Drawing.

Charles W. Morey Training School, Lowell.

WILLIAM W. DENNETT	PRINCIPAL.
IRENE H. DOWD	Sixth grade.
GEORGIANNA P. KEITH	Fourth grade.
NATALIE M. MCQUADE	Second grade.

¹ On leave of absence.

Lexington Avenue Training School, Lowell.

CARRIE M. HART	.	.	.	.	.	Third to fifth grades.
GRACE M. McCUE	.	.	.	.	.	First and second grades.

North Tewksbury Training School.

EVA L. HERSEY	.	.	.	.	.	Fourth to sixth grades.
LILLIAN W. ALLARD	.	.	.	.	.	First to third grades.

South Tewksbury Training School.

MIRIAM WIGGIN	.	.	.	.	.	Fourth to sixth grades.
RUTH H. TINGLEY	.	.	.	.	.	First to third grades.

The School Calendar.

1922.

First Entrance Examinations.¹

June 6 and 7.

Graduation.

Friday, June 16.

Midsummer Vacation.

Second Entrance Examinations.¹

September 11 and 12.

School Year Begins.

Wednesday, September 13.

Columbus Day.

October 12.

Thanksgiving Recess.

November 30 and December 1.

Christmas Recess.

Week of December 25.

¹ See page 9.

Massachusetts Normal Schools—Schedule of Examinations.

TUESDAY, JUNE 6, 1922.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, com-
11.30-12.30. Household arts, man- ual training.	munity civics, cur- rent events.

WEDNESDAY, JUNE 7, 1922.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Algebra.
8.30-10.00. F r e n c h, German, Spanish.	2.30-3.30. Chemistry, physics.
10.00-11.30. History.	3.30-4.30. Physiology, bookkeep- ing.
11.30-12.30. Physical geography, commercial geogra- phy.	4.30-5.30. Biology, botany, zoöl- ogy.

MONDAY, SEPTEMBER 11, 1922.

<i>Morning.</i>	<i>Afternoon.</i>
8.30- 8.45. Registration.	1.30-2.30. Drawing, stenography.
8.45-10.30. English.	2.30-4.00. Latin, arithmetic.
10.30-11.30. Geometry.	4.00-5.00. General science, com-
11.30-12.30. Household arts, man- ual training.	munity civics, cur- rent events.

TUESDAY, SEPTEMBER 12, 1922.

<i>Morning.</i>	<i>Afternoon.</i>
8.15- 8.30. Registration.	1.30-2.30. Algebra.
8.30-10.00. F r e n c h, German, Spanish.	2.30-3.30. Chemistry, physics.
10.00-11.30. History.	3.30-4.30. Physiology, bookkeep- ing.
11.30-12.30. Physical geography, commercial geogra- phy.	4.30-5.30. Biology, botany, zoöl- ogy.

Wednesday, September 13, 1922, 9 A.M., normal schools open.

State Normal School,

Lowell, Massachusetts.

OPPORTUNITIES OFFERED.

One of the highest forms of service open to young people looking forward from the high school is that of teaching, — a profession that affords the opportunity to live with children a real democratic life, and that will send these children into manhood and womanhood with high ideals of citizenship.

The demand for well-prepared, skillful and efficient teachers is in excess of the available supply. To every normal school there constantly come requests for teachers at salaries which a few years ago would have been considered extraordinary. It is difficult to find teachers to fill these positions because most of those who have shown marked ability are already engaged at such salaries. Not only are there open to normal school graduates attractive positions as teachers in elementary and junior high schools, but many excellent positions are available to those qualified as principals, supervisors, training school teachers and departmental teachers. Never has there been so great an opportunity for young men and women of intellectual attainments to secure a professional training which will lead them into a field of service where the compensation, both in satisfaction of work done and in financial reward, is so great as it is to-day in teaching.

A comparison of teachers' salaries with those paid in other fields of employment open to young women will show that teachers' salaries have now reached a point that makes them compare very favorably with salaries paid in other occupations. It is also true that teachers' salaries are likely to remain at least as high as they are, and may go higher. When one considers these conditions in the light of the reduction in the cost of living, it is clear that, from a financial point of view, the teaching profession is likely to continue to be attractive to ambitious young people.

The Lowell Normal School offers to high school graduates an opportunity to fit themselves for the teaching profession at very small expense. It carries on three regular courses: —

- (a) The Two-year Course.
- (b) The Three-year Course.
- (c) The Course for Supervisors of Music.

The following paragraphs summarize the more important facts concerning each of these courses: —

(a) The Two-year Course.

This is intended primarily to fit students to teach in the first six grades of the elementary schools. During the first, or junior, year instruction is carried on very largely in the classes of the normal school proper. For approximately eight weeks, however, of the junior year each student takes a course in observation and participation in one of the practice schools, for the purpose of securing a first-hand knowledge of children in the classroom. During these eight weeks, for an hour each day, juniors observe classroom practices under the direction of a normal school instructor, and opportunity is given for teaching small groups of children. Students are thus enabled early in their course to decide as to their real aptitude for teaching, and to choose the particular type of work that furnishes the most appeal.

During the senior year one entire term of twelve weeks is again given over to work in the practice schools. During this time students are given a larger measure of responsibility for the actual teaching and management of the classroom. Throughout the entire course — and this applies to the other courses as well — the emphasis is placed not so much on the acquisition of knowledge, as on the development of skill in applying methods of instruction, and the underlying aim stressed in all the courses is the *study of children* and the *teaching of children*. Young women who like children cannot fail to find normal school work keenly interesting.

The two-year course is the one elected by the great majority of students. Graduates find places in rural communities and in the smaller cities and towns.

(b) The Three-year Course.

This includes all the subjects and activities offered in the two-year course, and in addition gives opportunity for a full year's independent teaching in selected communities. The three-year student leaves the normal school in April of her senior year, and enters upon a year's teaching. This is done under regular classroom conditions, and under pay. Several times during the year she is visited by normal school instructors, and her progress noted. In April of the year following she returns to the normal school for her final term of work, and graduates in June. Such a student graduates with a full year of teaching to her credit, and is not regarded as an inexperienced beginner. During the year 1920-21 the Lowell Normal School enrolled eleven students for three years of work. The universal testimony is to the effect that the added year of work "in the field" is of great value.

(c) The Course for Supervisors of Music.

This is a professional graduate course to provide proper and adequate training, both theoretical and practical, for supervisors of music in the public schools.

The aim of the course is to give students a professional training that shall be more extended, more practical and more comprehensive than the training which is usually obtained through a short and necessarily hurried course in a summer school. It is further intended that this course shall train and equip supervisors of music who shall be able to assume leadership in the schools in which they are employed. The extensive training facilities connected with the Lowell Normal School are at the disposal of those persons who are admitted to this course. The course, which is one year in length, is open to graduates of colleges and normal schools, and to such other persons, teachers of experience, as have a sufficient knowledge of the subject-matter of music. The Lowell Normal School undertakes to supply candidates for vacancies which may occur in the field of music supervision.

Candidates interested in this course should refer to pages 32 to 38 for a fuller statement.

Other Special Courses.

Students who have exceptional qualifications may register for a year's work in special subjects. Such a student cannot be regarded as eligible for a diploma, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department of Education. The candidates interested in these special courses should communicate with the principal, as special arrangements must be made to suit individual needs.

Facilities for Practice Teaching.

The Lowell Normal School is especially fortunate in its facilities for student practice teaching. These include two rural two-room schools in Tewksbury, the Lexington Avenue School in the suburbs of Lowell, and the Bartlett and Morey schools in the city.

On account of these unusual facilities the students in the Lowell Normal School have opportunity for observation, participation and practice in teaching during both the junior and senior years. This work is done under the skilled supervision of critic teachers, and the number of available rooms is sufficient to provide each student with all necessary individual attention.

The Course of Study.

The course of study includes all the subjects commonly considered essential for preparation for teaching. It covers two years of resident work, twelve weeks of which in the senior year are spent in actual practice in various schoolrooms, each student having opportunity to try out different grades.

Especial attention is given to English throughout the course. There are classes in oral and written composition, oral expression, reading and literature, with the emphasis upon children's literature. Eight such courses give a comprehensive view of the whole subject of English in its relations to teaching. These courses are supplemented by two courses in library instruction and two courses in penmanship.

Such fundamental content subjects as arithmetic, geography, history and civics receive a great deal of attention, having various special courses in which the students learn the essential facts as to content and methods of teaching.

In practical arts and practical science there is a year of drawing, with special reference to methods of teaching in the lower grades, and another year of practical arts, with special reference to projects that can be carried out in the elementary schools.

A course in nature study and school gardening gives the prospective teacher a general knowledge of the facts and principles of these important subjects, together with considerable practical experience in growing flowers and other plants.

The course in physical education covers in a comprehensive way the subjects of hygiene, gymnastics, sanitation and school playgrounds, with special reference to the professional development of each student and her preparation to become an efficient participant in the supervised play of children.

A thorough course in music and the appreciation of music is given to all the students in the Lowell Normal School. This course runs through the entire two years and covers fully the subject-matter and the methods of teaching music in the grades. Opportunities are offered for the students to put into practice what they learn with the children in the practice schools, and a large collection of phonograph records is used to illustrate the history of music and the application of the subject to modern school methods.

From the time the student enters the junior year until she has been graduated there is continuous study of some phase of professional work in education. This is constantly emphasized in all of the subjects taught, as well as in the special courses in educational psychology, professional ethics and history of education. All of the discussions are based upon schoolroom problems observed by the students in the practice schools.

The Social Life of the School.

Although the Lowell Normal School has at present no dormitory, there is a happy and successful social side to the student activities which means much in the development of the students. Such activities are centered in the class organizations, and, even more, in the student association called "The School and Society League." Through this league the school is governed and a great many social activities are fostered. These activities include frequent informal afternoon socials as well as several guest socials in the evening during the year. In all activities of the school not only are the students cultivating the desirable habits and attitudes of self-control, courtesy, responsibility, initiative and teamwork, but they are coming to realize that the finest citizens in a democracy serve their fellows.

Every student at the Lowell Normal School has an opportunity to live richly and fully the democratic life. It is hoped that this experience will carry over into the prospective teacher's own school, and that she will give her pupils the same opportunity to develop those qualities of good citizenship which we need in our American democracy.

Living Accommodations.

The Lowell Normal School has no dormitory, but a list of rooms and boarding places is kept on file at the school. Students who wish to work their way through school may find opportunities to earn enough money to help pay their living expenses. A midday luncheon is served at the school on days when school is in session.

The Placement Bureau.

The great majority of the graduates secure their teaching positions through the school office. As accurate a follow-up record as it is possible to obtain is kept, with the idea of recommending graduates for more advanced positions when superintendents apply for teachers. During the past year many



NORMAL SCHOOL STUDENTS IN COSTUME FOR STORY TELLING TO CHILDREN.

more calls were received than the school was able to fill. Graduates who show promise can rely on being selected from time to time for increasingly remunerative positions.

In General.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of \$25 for each half year.

State aid, to a limited extent, may be granted to deserving resident students after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents to investigate its methods, attend classes or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows: —

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least seventeen years is required); must be free from diseases or infirmities, or other defects which would unfit him for the office of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition,

offer such satisfactory evidence of scholarship as may be required by the regulations of the Department. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Department relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B," and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

- (1) English literature and composition, 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

- | | |
|---|--------------------------|
| (2) Algebra | 1 unit. |
| (3) Geometry | 1 unit. |
| (4) History ¹ | 1, 2 or 3 units. |
| (5) Latin | 2, 3 or 4 units. |
| (6) French | 2 or 3 units. |
| (7) German | 2 or 3 units. |
| (8) Spanish | 2 units. |
| (9) Physics | 1 unit. |
| (10) Chemistry | 1 unit. |
| (11) Biology, botany or zoölogy | $\frac{1}{2}$ or 1 unit. |

¹ History includes ancient, mediæval and modern; English history, American history and civics, current events, history to 1700, and European history since 1700.

(12) Physical geography	$\frac{1}{2}$ or 1 unit.
(13) Physiology and hygiene	$\frac{1}{2}$ or 1 unit.
(14) General science	$\frac{1}{2}$ or 1 unit.
(15) Drawing	$\frac{1}{2}$ or 1 unit.
(16) Household arts	1, 2 or 3 units.
(17) Manual training	1 unit.
(18) Stenography, including typewriting	1 or 2 units.
(19) Bookkeeping	1 unit.
(20) Commercial geography	$\frac{1}{2}$ or 1 unit.
(21) Arithmetic	$\frac{1}{2}$ or 1 unit.
(22) Community civics	$\frac{1}{2}$ or 1 unit.

For the present the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant. Work in any subjects approved for graduation, in addition to that for which credit is gained by examination or certification, may count towards these five units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the seven units in-

cluded under "B." The examination in English must be taken at the end of the fourth year.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Department of Education, as follows: —

A high school in Class A may¹ certificate² to a State normal school any graduates in subjects in which they have a mark of A or B.

A high school in Class B may¹ certificate² to a State normal school only those graduates who are in the upper half³ of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (a) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an appli-

¹ The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

² Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certifies to colleges in the New England College Entrance Certificate Board.

³ The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

cant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Department.

(b) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (a) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

Course for Elementary School Teachers — Con.

NAME AND NUMBER OF COURSE.	Number of Weeks.	Periods Weekly.
✓ History and Citizenship 2	13	4
✓ Practical Arts 1	26	3
✓ Practical Science 2	26	2
✓ Music 2	26	4
✓ Education 3	26	2
✓ Education 4	13	3
✓ Education 2, Practice Teaching	12	30
✓ Education 6	12	1

1569-
 5-2
 78
 48
 104
 5-2
 39
 360
 12
 2410

COURSE OF STUDY.

ARITHMETIC.

The aim of the arithmetic courses is to provide students with such knowledge of arithmetic that they may be prepared for teaching arithmetic in the elementary schools.

Arithmetic 1. Introductory Course. MISS CLARK.

First Year. Nineteen weeks, three periods weekly.

Content. — Counting, reading and writing numbers; number combinations; the fundamental process; United States money and measurements; methods of application and motivation of number, and special difficulties to overcome. The use of standard tests.

Arithmetic 2. Advanced Course. MISS CLARK.

Second Year. Nine weeks, three periods weekly.

Content. — Methods of developing common and decimal fractions and percentage.

DRAWING.

Drawing 1. General Course. MISS CHUTE.

First Year. Thirty-eight weeks, three periods weekly.

Aims. — To acquaint normal school students with the subject-matter considered in drawing in the first six grades; to find the best methods of presenting the same; to draw on the blackboard and on paper with freedom and with skill.

Content. — Color: Color theory illustrated by the making of scales; color harmony illustrated by the application of scales, by nature, by commercial

objects and by the application to all students work where color may occur. Design: Lettering, spacing and arrangement, plans and patterns, also decorative designs based on natural forms. Representation: Drawing objects from nature, such as leaves, flowers, fruits, trees, figure drawing, including action and story illustration; common objects for form and proportion, in two dimensions, such as houses, cars, house furnishings and similar familiar things.

EDUCATION.

Education 1. Observation and Participation. Miss FISHER.

First Year. Twelve weeks, five periods weekly.

Aim. — To give the student some experience in teaching, and proper attitudes toward teaching, as well as a broad viewpoint in education.

Content. — Fundamentals of child psychology through observation of children both out of school and in school, supplemented by reading; acquaintance with the teaching process through observation lessons followed by class discussions and participation in the first six grades.

Education 2. Practice Teaching. Miss RAMSAY.

Second Year. Twelve weeks, thirty periods weekly.

Aim. — The aim of this course is to give students experience in managing and teaching children in the elementary schools, both rural and graded, under the guidance, but not necessarily in the presence, of skilled teachers, that the students may acquire efficiency in teaching and classroom management.

Content. — The content of this course includes: practice in the technique of classroom procedure; a series of class conferences in which the students have opportunity of discussing and studying school conditions and activities in relation to child development and general pedagogy; a series of demonstration lessons given by critic teachers for the students' observation, special attention being paid to the important types of lessons and methods of teaching; a series of library conferences in which current topics in the field of educational administration, theory and practice are read and discussed.

Education 3. Educational Psychology. Miss FISHER.

Second Year. Twenty-six weeks, two periods weekly.

Aim. — To enable the students to gain a working knowledge of educational psychology.

Content. — Application of fundamental principles of educational psychology to the methods of teaching, particularly project method and socialization; current topics in the field of education, with a view to discovering the psychological facts and principles of education underlying them.

Education 4. History of Education. Miss FISHER.

Second Year. Thirteen weeks, three periods weekly.

Aim. — To acquaint the student with the history of education, especially that which has influenced our present-day theory and practice.

Content. — Aims and principles of modern education, together with current problems in education, with a view to discovering their historical background and arousing an active interest in their solution. This acquaints the students with much that is important in the history of education. A summary of this work should leave a more or less logically organized body of knowledge of the history of education.

Education 5. Professional Ethics. Miss CHENEY.

First Year. Nineteen weeks, one period weekly.

Aims. — To stimulate students consciously and purposefully to establish such habits and ideals of conduct as will develop character and personality; to prepare students for the education of children in right living; to equip these future teachers with a knowledge of the standard of their profession, in order that they may live up to what is expected of them by other members of the profession and by the communities in which they teach.

Content. — Problems of student conduct; development of the student's personality; preparation for educating children in right living; problems of the teacher as a member of the profession.

Education 6. Classroom Management. Miss RAMSAY.

Second Year. Twelve weeks, one period weekly.

Aim. — To establish habits of efficiency in using schemes and devices in the routine of class control and classroom management.

Content. — The economic principles underlying classroom management in respect to discipline, housekeeping, saving of time and materials; program making.

ENGLISH.

The courses in English have both cultural and professional value. In order to reach a necessary standard of scholarship students must appreciate good English and desire to speak and write it; they must know the principles governing composition and acquire the habit of applying them. They also must acquire clear ideals of all elementary stages of training children in English expression.

English 1. Oral and Written Composition. Introductory Course.
Miss LOVELL.

First Year. Nineteen weeks, two periods weekly.

Aims. — To train students to express themselves effectively, with spontaneity, correctness and force; to equip students with a knowledge of the definite aims and methods which aid in promoting steady growth in oral and written expression for the first six grades.

Content. — Application of the principles of composition, clearness, correctness and force in original work. A rapid survey of material on the teaching of English. A study of the problems and methods of teaching English in Grades I to VI, such as: development of oral work in Grades I to III; the use of reproduction in the lower grades; how oral work may be developed into written

work; the use of the picture in oral and written work; methods used in the teaching of spelling. An examination of language books for the purpose of finding material on problems of oral and written work. Application of the project method to the study of English.

English 2. Oral and Written Composition. Advanced Course.

Miss LOVELL.

Second Year. Thirteen weeks, four periods weekly.

Aims. — (1) To equip students with a knowledge of the definite aims and methods which aid in promoting a steady growth in oral and written expression. (2) To lead them to prepare type lessons and test them; gradually to take the initiative in suggesting and discussing subject-matter, aims and methods.

Content. — Methods of teaching letter writing; original games for testing knowledge of letter forms; how to improve oral and written work in higher grades; plans for developing varied beginnings and endings to stories, for improving sentence structure, for making better titles and choosing more worth-while subjects, for using a better choice of words.

English 3. Oral Expression. Miss HOGAN.

First Year. Twenty-four weeks, two periods weekly.

Aims. — To develop a good speaking voice; to acquire the ability to express ideas interestingly, clearly and accurately; to gain a method for teaching oral expression in the grades.

Content. — This course includes speech correction and improvement exercises; vocal drills; oral recitations and discussions on given subjects; the beginning of story telling and dramatization.

English 4. Story Telling and Dramatization. Miss HOGAN.

Second Year. Twenty-six weeks, two periods weekly.

Aims. — To develop the ability to tell stories effectively and to teach pupils how to dramatize simple stories.

Content. — The technique of story telling and of effective methods of school dramatization.

English 5. Children's Literature. Miss LOVELL.

First Year. Nineteen weeks, two periods weekly.

Aims. — To acquaint students with literature suitable to children in Grades I to VI; to teach students how to select and present this to the children in these grades.

Content. — Sources of material: picture books; collections of stories to be read to children; stories for children to read. Kinds of material: folklore, fables and fairy tales; lyrics; animal stories; stories of child life.

English 6. Children's Literature. Miss LOVELL.

Second Year. Thirteen weeks, four periods weekly.

Aims. — To acquaint students with the literature fitted for older boys and girls, and to give them some knowledge of the best in current magazines and modern literature.

Content. — The books of value to children; criteria for judging the literature for children; methods of awakening interest; the making of book lists; the reading of modern fairy tales; epics; stories of adventure; child life and school life; nature stories, story poems and lyrics.

GEOGRAPHY.

The aim of the geography courses is to give the students a practical knowledge of geography, the principles underlying it, and the best methods of teaching the subject to children.

Geography 1. Introductory Course. Miss CLARK.

First Year. Nineteen weeks, three periods weekly.

Content. — Observational geography: People and their activities; natural objects and phenomena. Map interpretation. Geographical influences: The continents, land forms, oceans, inland waters, climate, soil, minerals, plants, animals. Study of a continent, country or physiographic region. Methods and plans for presenting the work to children.

Geography 2. Advanced Course. Miss CLARK.

Second Year. Seventeen weeks, three periods weekly.

Content. — Geographical influences: How man's life is influenced by the earth's form and motions, industry and trade.

HISTORY AND CITIZENSHIP.

The controlling aim in both courses is to prepare students directly for an intelligent, loyal and useful citizenship in our American democracy. The study of history and social science must develop in these future teachers — and through them, in their pupils — those points of view, interests, habits, powers and ideals which are vital to the success of our nation.

History and Citizenship 1. American History. Miss CHENEY.

First Year. Thirty-eight weeks, three periods weekly.

Content. — Part I. General preparation for teaching history: individual research, clear thinking, careful judging, accurate and concise expression; important conditions and problems of the present day; ideals of American citizenship and principles upon which American institutions are based; interpretation of the great periods of national development; great movements in the development of world civilization; reasons for teaching history in elementary schools; division of subject-matter in the grades; general principles in teaching history.

Part II. Special preparation for teaching history in Grades I to VI: a study of the specific aims, subject-matter, methods and materials connected with the history projects assigned to these grades in the State manual; observation of teaching and practice in teaching history in these grades.

History and Citizenship 2. Education in Citizenship. Miss CHENEY.

Second Year. Thirteen weeks, four periods weekly.

Content. — Part I. Preparation in citizenship: aims in teaching citizenship to normal school students; a study of the principles, ideals and problems of American democracy based on the project method; student participation in the government of the normal school and in school and community projects; a study of citizenship standards, tests and ratings for normal students.

Part II. Preparation for teaching citizenship: a study of the aims, principles and objectives in educating children to useful citizenship in a democracy; civic projects in Grades I to VI; civic projects in rural schools; pupil co-operation in the management of the school and in school and community activities; use of citizenship standards and ratings with pupils; civic materials and bibliography; observation of teaching and practice in teaching citizenship in these grades.

LIBRARY INSTRUCTION.

Library 1. Miss KIMBALL.

First Year. Thirty-eight weeks, one period weekly.

Aim. — To give to the future teacher a broad culture gained through a knowledge and use of books and libraries.

Content. — Library tools, parts of books, care of books, magazines, reference books, periodical indexes.

Library 2. Miss KIMBALL.

Second Year. Twenty-six weeks, one period weekly.

Aims. — To acquire skill in the selection of classroom libraries; a better knowledge of professional magazines and library lessons that may be taught in the grades; and a right spirit of co-operation with public libraries.

Content. — Working with the English department, classroom library lists are made up for different grades; working with the practice department, articles in professional magazines are reviewed for students in the practice section, and library lessons are outlined for the grades; working with the public libraries, students are encouraged to know and use resources there and to introduce children to the wealth of material found there.

MUSIC.

Music 1. Introductory Course. Miss DAMON.

First Year. Thirty-eight weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To establish individual ability to sing a simple song with good quality, pitch, phrasing and enunciation, and to read at sight music of a moderate degree of difficulty; to become familiar with the music subject-matter taught in all grades; to acquire a knowledge of standard music classics in order to present to children a simple course in music appreciation, and to know

how to use talking machine records for rhythmic purposes and in correlation with other subjects.

Content. — Individual song singing and sight singing; ear training for development of tonal and rhythmic thinking; two and three part singing; time types; chromatic tones; word reading; listening to and analyzing good music compositions.

Music 2. Advanced Course. Miss DAMON.

Second Year. Twenty-six weeks, two class periods, one chorus period and one period of music appreciation weekly.

Aims. — To increase individual ability in song singing and sight singing; to give students experience in practical application of teaching methods, including the project method, to subject-matter taught in grades, these methods to be adapted to any set of books; to give experience in the use of talking machine records for "listening lessons," for free and prescribed rhythmic response, and for correlation with geography, oral and written English, history and literature.

Content. — One, two and three part songs of increasing difficulty for individual and class singing; study of the child-voice and its tonal possibilities; methods of curing so-called monotones; observation and teaching of music subjects taught in various grades; at least one music project worked out in class, as student is later to develop it with children; use of various types of music compositions to develop in the children various rhythmic and emotional reactions, and ability to recognize themes and to analyze simple forms. The little children "learn to listen," the older ones "listen to learn."

PENMANSHIP.

Penmanship 1. Introductory Course. Mr. RILEY.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To develop skill through correct repetition leading to right habit formation that secures correct posture, correct form and the ability to use arm movement effectively; to lead the student to study, think and visualize good writing.

Content. — Correct writing posture; correct holding of pencil and pen; correct arm movement with either right or left hand; usable speed; how to teach letters, words, sentences, paragraphs and figures.

Penmanship 2. Advanced Course. Mr. RILEY.

Second Year. Twenty-six weeks, one period weekly.

Aims. — To teach the best methods of teaching penmanship in the grades; to show the relation of writing to other subjects.

Content. — Methods of presenting writing lessons, with observation and practice in presenting such lessons. Gradation of writing from simple to complex; adaptation to growth periods of children: judging, grading, rating or classifying of writing exercises; the use of standard tests.

PHYSICAL EDUCATION.

Physical Education 1. Physical Training. Introductory Course.
Miss MILNER.

First Year. Thirty-eight weeks, three periods weekly.

Aims. — To develop correct posture and physical health, strength and endurance in the student; to acquire, through experience, knowledge and skill in relation to the activities used in the schools in physical training.

Content. — Proper carriage and use of the body; correction of faulty posture; project studies of school gymnastics, dances, games and story and rhythmic plays.

Physical Education 2. Physical Training. Advanced Course.
Miss MILNER.

Second Year. Twenty-six weeks, four periods weekly.

Aims. — To teach the place of physical education in the schools and the adaptation of the various activities to the first six grades.

Content. — The theory of play; the relation of games, dances, plays and other physical exercises to the stages of development of children, with lists for each of the first six grades; the equipment of playgrounds and the organization of their activities; the relation of playground supervisors to the civil service and the preparation for State examinations.

Physical Education 3. Hygiene. Miss HOGAN.

First Year. Thirty-eight weeks, two periods weekly.

Aims. — To teach the proper care of the body and to put the knowledge acquired into immediate and continuous practice; to acquire a method for teaching and demanding good habits of health from the children; to consider the physical welfare of the child as it is affected by his school and home environment.

Content. — Development of habits and practices which make for physical efficiency such as personal cleanliness and proper diet; the proper lighting, heating, ventilation and furniture of the schoolroom; the drainage and water supply of the school building; communicable diseases and conditions of childhood, their symptoms and contagion.

PRACTICAL ARTS.

Practical Arts 1. General Course. Miss CHUTE.

Second Year. Twenty-six weeks, three periods weekly.

Aim. — To acquaint normal school students with definite art projects that can be carried out in the first six grades without special equipment; to continue drawing from the first year for greater skill and freedom; to acquaint the students with the satisfactory appearance of a schoolroom and of a teacher.

Content. — Paper and cardboard construction, elementary bookbinding, sewing and basketry; representation of objects in three dimensions, with blackboard drawing; art appreciation as exemplified in the schoolroom, the teacher's dress, the home furnishings, and in picture study.

PRACTICAL SCIENCE.

Practical Science 1. Nature Study and School Gardening. Mr. CUBBERLEY.

First Year. Thirty-eight weeks, four periods weekly.

Aims. — To interest students in plant and animal life; to have them know and recognize the common plants and animals; and to prepare them to teach nature study and school gardening in the elementary schools.

Content. — Trees, wild flowers, birds, insects and other animals; cultivated flowers, fruits and vegetables; plant structure and life; gardening processes indoors and out.

Practical Science 2. The Science of Everyday Life. Mr. CUBBERLEY.

Second Year. Twenty-six weeks, two periods weekly.

Aim. — To acquaint the student with the scientific principles involved in the common machines and appliances of everyday life.

Content. — The home: the water supply, heating, lighting and electrical appliances. Modern means of communication and transportation.

READING.

The general aim of the courses in reading is to prepare students to teach reading by those methods which secure the desired results in as short a time as is consistent with the formation of permanently valuable habits of using printed literature. This involves a study of the pedagogical principles underlying the teaching of reading; of the common basis of modern methods and the devices used in these methods; and of the habits which are essential in connection with acquiring power in reading, and the ways of forming these habits.

Reading 1. Reading in Primary Grades. Mr. RILEY.

First Year. Thirty-eight weeks, two periods weekly.

Content. — Principles involved in learning to read; basal stories, rhymes, dramatization, pictures, games, word families; types of oral and silent reading; selection of material; grouping of pupils for reading projects; methods of fixing good habits in reading; use of phonetics and relation to the teaching of reading.

Reading 2. Reading in Intermediate Grades. Mr. RILEY.

Second Year. Twenty-six weeks, one period weekly.

Content. — Types of lessons in oral and in silent reading involving the acquisition of new experiences, and the desire to share them with others, setting

up habits of permanent value in relation to the increase of the vocabulary, the use of books, and correct reading method. Motivated reading lessons and reading projects involving different types of oral and of silent reading lessons; setting up habits of permanent value in relation to extensive and intensive reading; reading material. The use of simple measurements of rate and of comprehension in reading.

COURSE FOR MUSIC SUPERVISORS.

The State Normal School at Lowell conducts a postgraduate course for the training of music supervisors. The course is planned to meet the needs of the increasingly important place which music is taking in the field of education.

The superior training facilities of the Lowell Normal School make possible an unexcelled opportunity for preparation for music leadership.

The full course can be completed in one year or more according to the ability, preparation and experience of the student.

In connection with the work in music, students who are preparing for music supervision may be required to take certain other subjects which are necessary to the equipment of a successful teacher of music in the public schools, such as psychology, history of education, methods of teaching and poems for children.

The course for supervisors of music includes the following:—

Subject Matter.

Intervals; scales, major and minor; chromatic tones and the characters used to represent them; time, rhythmic groups and measure formation; Italian terms for expression and tempo; musical form; writing of melodies; sight singing; study of the child-voice, its character, needs and possibilities.

Public School Music Methods.

Function of public school music and aim in teaching it; principles of pedagogy as applied to the teaching of music; courses of study for grades and high school.

Music Appreciation.

COURSE 1. — Various music forms will be studied (through the use of piano, voice and talking machine) with explanatory data of biography and history, according to the following outline: —

1. Folk music.
2. Classic school from Bach to Beethoven.
3. Romantic school from Beethoven to Brahms.
4. Modern music.



THE KINDERGARTEN BAND, BARTLETT TRAINING SCHOOL.

COURSE 2. — The use of music in education. Free rhythmic response, prescribed rhythmic response, listening lessons, correlation of music with oral and written English, geography, history and literature.

Observation and Practice Teaching.

A demonstration of student's working knowledge of the foregoing; ability to inspire and conduct a class.

Choruses, School Orchestras and Glee Clubs.

Their organization, material and conducting.

Violin and Piano Classes.

Plans for their organization and administration; methods of teaching.

Concerts by and for Children.

Their value and administration.

High School Credits for the Study of Music under Private Instruction.

Comparative study of working plans for the granting of such credits.

Lectures and Discussions concerning Various Phases of Public School Music.

1. The Ideals of the Music Supervisor.
2. Relation of Music Supervisor to Children.
3. Relation of Music Supervisor to Teachers.
4. Relation of Music Supervisor to Educational System.
5. Relation of Music Supervisor to Local Musicians.
6. Relation of Music Supervisor to Community.

Supplementary Work in Voice, Piano and Harmony.

As may be prescribed by the music director.

Special Courses for the Training of Departmental Teachers of Music.

Normal or college graduates, or grade teachers of experience who may wish to prepare for the departmental teaching of music may supplement their training and experience with courses chosen from those offered in the supervisors' course, such courses to be selected upon consultation with the music director.

State Diploma.

Upon their completion of the course for supervisors and departmental teachers of music, students will receive a diploma from the State Department of Education, stating that they have completed the required training and are duly qualified to teach in their respective fields.

Relation of Special Students to the School.

A feature of the Lowell State Normal School is its student government, in the hands of the School and Society League, of which each student is a member. The students of the supervisors' class are organized as a section of the League.

Living Conditions.

While the Lowell Normal School has no dormitory as yet, the school aids in placing the out-of-town students in favorable and pleasant environment.

Tuition and Textbooks.

As this is a State school no tuition is charged to residents of the State. Residents of other States pay the tuition of \$50 a year required by all Massachusetts Normal Schools. The school library as well as the city library contains many books on music.

Course of Study.

The course of study followed in preparation and teaching is that compiled by the educational council of the National Conference of Music Supervisors. This course of study is supplemented by a more detailed one arranged by the director of music of the Lowell School.

Practice Schools.

Exceptional advantages are derived from the course offered for supervisors of music in the public schools. One of the most important of these is the splendid opportunity afforded each student to first observe, and later carry out, all theories and methods taught at the Normal School. This observation and teaching is done in the various practice schools, the largest of which is the Bartlett School. Here the prospective supervisor is able to exercise her knowledge, develop her personality and display her ability by working with elementary grades and junior high. Two days a week are devoted to practice teaching, each day's work being followed by constructive criticism.

Student Musicales.

Student musicales are held from time to time during the year, in which each student is given an opportunity to participate. These entertainments are of educational value both to the audience and to the students furnishing the program.

Music Appreciation.

There are two courses in music appreciation, or use of music in education. One is devoted to the special music students, the other to both special and regular students. These courses for elementary and high schools are taken up not only from the supervisor's standpoint, but also from that of the grade teacher. These are given in exactly the same form in which the supervisor would present the subject to the teacher, and the teacher to the child. One period a week is devoted to each.

Musical Organizations.

The Normal School has three musical organizations, — the glee club, the orchestra and the banjo-mandolin club.

The glee club comprises chosen voices from the student body, together with the music students. An opportunity is thus given to the prospective supervisor for coming into intimate contact with the organization and conducting of a glee club. The glee club meets once every week for a period of forty minutes, with additional practice time for concerts and entertainments.

The school orchestra affords an opportunity for the girls in the supervisors' course to study orchestration and put into practice their knowledge of orchestra leadership. To be able to conduct an orchestra correctly is no mean attainment, and the future supervisor who can do this should have no hesitancy in later beginning and carrying on an orchestra in her own schools.

The banjo-mandolin club is simply for amusement and pleasure and informal entertainments. Each spring a concert of these organizations, assisted by professional soloists, is held, when some standard work is given.

Chorus Conducting.

The members of the music supervisors' class are given frequent opportunity to lead the entire student body in community singing. This is of great value to them in preparing them for the work which they are later to do in their own communities. It gives the conductor experience in music leadership and insures greater confidence in her own ability.

Other Subjects.

In connection with the supervisors' course in music, two supplementary subjects are required, — oral English and psychology. The English class meets one hour a week, and it is the aim of the course to inspire confidence and do away with self-consciousness in the future supervisor. To be able to talk before a group of people and express ideas clearly is a professional asset.

Two periods a week are given to the subject of psychology. This includes the psychological phases of child development, also the problem project method as applied to music.

Advantages.

The Normal School owns orchestral instruments which may be used by students capable of playing in the school orchestra.

The Lowell Auditorium, a memorial for those who gave their lives in the World War and other wars, is in the process of construction, and is to be dedicated early in 1922. When this is completed the city will enjoy many concerts and entertainments which have been impossible up to the present time.

The music director at the Normal School is chairman of the community service music committee. This gives opportunity to bring the special music students in direct contact with community work.

The nearness of Lowell to Boston enables the students to keep in touch with important musical events in Boston.

A TYPICAL PROGRAM OF A MEMBER OF THE MUSIC SUPERVISORS' CLASS
FOR ONE WEEK.

Monday.

Period 1. Chorus practice, entire school.

Period 2. Oral English.

Period 3. Discussion of music project plans for practice teaching.

Period 4. Observation of normal senior music class. Subject, "Music Teaching Methods."

Periods 5, 6, 7. Observation and practice teaching at Bartlett School.

Tuesday.

Period 1. Observation of normal junior music class. Subject, "Common and Compound Time." Class taught by member of music supervisors' class.

Period 2. Constructive criticism of practice teaching of previous day. Music project continued.

Period 3. Music appreciation.

Period 4. Psychology.

Periods 5, 6, 7. Preparation for music project. Normal School orchestra. Orchestra directed by members of music supervisors' class. Compositions played are orchestrated by members of this class.

Wednesday.

Period 1. Music appreciation.

Periods 2, 3, 4, 5, 6. Practice teaching in Bartlett School.

Period 7. Observation and conducting of elementary school orchestra.

Thursday.

Period 1. Psychology.

Periods 2, 3. Music project.

Period 4. Practice in chorus conducting.

Period 5. Observation of normal senior music class. Subject, "Music Teaching Methods."

Period 6. Chorus conducting.

Period 7. Members of music supervisors' class teach classes of normal students requiring special help.

Friday.

Period 5. Glee club.

Placement Bureau.

The State Normal School maintains a Placement Bureau, through which a great majority of its graduates secure their teaching positions. The services of this Bureau are always at the disposal of the graduates of the school.

These music courses are in charge of INEZ FIELD DAMON, Director of Music. Further information may be obtained by addressing the Principal, State Normal School, Lowell, Mass.

Students.

Course for Music Supervisors.

Boulger, Ruth Jane	Lowell.
Burne, Elsie Sarah	West Chelmsford.
Carty, Mary Frances	Methuen.
Linscott, Beulah Hope	Dracut.
Precious, Pamela	Forge Village.
Smith, Ruth Asenath	Chelmsford.
Ward, Ruth Marie	North Chelmsford.
Weatherhead, Muriel	Southbridge.

Postgraduate Course.

Brown, Rose Irene	Lowell.
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Three-year Course.

GRADUATING IN 1922.

Barrie, Doris Charlotte	Lawrence.
Beverly, Marian Tamar	Lawrence.
Cohen, Lillian	Nashua, N. H.
Dick, Helen Ida	Lawrence.
Ferrin, Madeline	Lowell.
Gaines, Ruth Mildred	Lawrence.
Garvey, Monica Marie	North Andover.
McNeice, Sarah Annette	Lawrence.
Nussbaum, Florence Gertrude	Lawrence.
Pratt, Marjorie Pearl	Lowell.
Thompson, Louise Eastman	Lowell.

Two-year Course.

SENIORS.

Agnew, Lottie Margaret	West Chelmsford.
Armstrong, Valeria Etta	Nashua, N. H.
Bedell, Alice Marion	Wilmington.
Berzetts, Frances Agnes	Nashua, N. H.

Bolton, Alice Clark	Dracut.
Bourdy, Olga Louise	Lowell.
Bowles, Hazel Rachel	Winchester.
Bradley, Bernice Margaret	Carlisle.
Brightman, Marion Ethelyn	Lawrence.
Buckle, Dorothy Earl	Wilmington.
Burke, Grace Virginia Cecelia	Lowell.
Butler, Agnes Elizabeth	Haverhill.
Cahill, Margaret Agnes	Woburn.
Canty, Julia Marie	Brookline.
Clough, Ruth Mary	Lowell.
Coffey, Estelle Marie	Lowell.
Coughlin, Helen Marie	Lowell.
Cross, Nelda Laura	Lowell.
Crouse, Madlyn Hazel	Nashua, N. H.
Cummings, Elizabeth Lyndon	Haverhill.
Deasy, Mary Helen	Cambridge.
Eaton, Lavonia	Lexington.
Egan, Gertrude Louise	Lowell.
Fay, Gertrude Teresa	Lowell.
Fay, Louise Adelaide	Lowell.
Fenton, Beatrice Josephine	Lawrence.
Finneran, Margaret Mary	Lawrence.
Folsom, Blanche	Nashua, N. H.
Fox, Mary Josephine	Lowell.
Gallagher, Martha	Lowell.
Gill, Mary Evelyn	Billerica.
Griffin, Dorothy Ruth	Lawrence.
Guiney, Anna Theresa	Cambridge.
Hargrove, Florence	Lexington.
Hart, Mary Catherine	Andover.
Herlihy, Margaret Mary	Haverhill.
Hillery, Anna Margaret	Cambridge.
Hopkins, Elizabeth	Nashua, N. H.
Huby, Eva Mary	Lawrence.
Hyland, Mary Eileen	Lawrence.
Kelly, Adeline Marie	Lawrence.
Kemp, Charlotte Margaret	Chelmsford.
Kenney, Gertrude Louise	Woburn.
Kerr, Russella Margaret	Lowell.
Kiley, Margaret Teresa	Haverhill.
Knight, Margueritta May	Lawrence.

Leary, Margaret Angelina	Lowell.
Lennon, Ruth Agnes	Haverhill.
Lusk, Ruth Hope	Cambridge.
Lyall, Rosamond Josephine	Lawrence.
Lyman, Lorena Frances	Nashua, N. H.
Marsh, Viola Anna	Cambridge.
McCarthy, Florence Elizabeth	Cambridge.
McDonald, Ruth Geraldine	Allston.
McGovern, Adelaide Marie	Woburn.
McKay, Mary Isabelle	Lowell.
McKeon, Helen Agatha	Lowell.
Morris, Helen Rose	Cambridge.
Morton, Annie	Lawrence.
Mulligan, Anna Synicious	Lowell.
Nolan, Alice Mary	Winchester.
Noonan, Mary Louise	Lawrence.
O'Brien, Anna Louise	Lawrence.
O'Brien, Kathleen Agnes	Cambridge.
O'Brien, Marie Louise	Somerville.
O'Connell, Anna Bernadette	Nashua, N. H.
O'Connor, Marie Catherine	Lowell.
O'Donovan, Elizabeth Ursula	Lawrence.
O'Donnell, Marietta Louise	Lowell.
O'Hare, Rosabel Gordon	Lowell.
O'Leary, Mildred Clare	Lawrence.
O'Shea, Cecilia Anna	Cambridge.
Palmer, Bernadette Augusta	Lawrence.
Park, Charlotte Hall	South Chelmsford.
Parthenais, Marie Crescence	Lowell.
Putnam, Gladys Vera	Lowell.
Quill, Mary Josephine	Winchester.
Reynolds, Marie Frances	Lowell.
Reynolds, Mary Margaret	Lowell.
Riese, Helen Margaret	Bedford.
Russell, Elizabeth Hilary	Cambridge.
Ryan, Helen Ruth	Haverhill.
Shaughnessy, Margaret Louise	Cambridge.
Sheehan, Grace Gertrude	Lowell.
Sheldon, Ruth Celestia	Lowell.
Storey, Dorothy Dalton	Brookline.
Sullivan, Eleanore Catherine	Lawrence.
Tellier, Marguerite Elizabeth	Lowell.

Turner, Margaret Knoud	Woburn.
Walker, Ruth Annis	Lowell.
Ward, Eleanor Adams	Chelmsford.

JUNIORS.

Allen, Madeline Marie	Lawrence.
Arrell, Lillian Grace	Winchester.
Arrell, Marion Bernice	Winchester.
Bagshaw, Helen May	Lowell.
Bake, Florence Ethel	Methuen.
Barrètt, Helen Mary	Lowell.
Berntson, Edith Marie	Lowell.
Brennan, Emma Louise	Lowell.
Bowers, Gwendolyn Florence	Lawrence.
Brenner, Mildred Bernardine	Cambridge.
Bresnahan, Annabelle	Lawrence.
Brown, Margaret Wales	New Bedford.
Burns, Helen Marie	Cambridge.
Campbell, Katherine Bradley	Ward Hill.
Carter, Arlene Elizabeth	Woburn.
Collins, Rita Mary	Lawrence.
Connelly, Sarah Anne	Lowell.
Curry, Anna Bernadette	Cambridge.
Danahy, Madeleine Marie	Lawrence.
Davis, Martina Ernestine	Lowell.
Devine, Mary Beatrice	Lowell.
Doran, Estelle Catherine	Lowell.
Finnegan, Grace Loretta	Billerica.
Garrity, Mary Isabelle	Lowell.
Garvey, Marion Margaret	Lowell.
Graham, Dorothy Frances	Woburn.
Hannigan, Mary Patricia	Exeter, N. H.
Hart, Kathleen Frances	Andover.
Hennessy, Margaret Patricia	Lawrence.
Henry, Margaret Catherine	Cambridge.
Hill, Dorothy Baker	Lowell.
Hyde, Evelyn Gertrude	Lowell.
Ingalls, Gladys	Westford.
Johnson, Marguerite Ellen	Lowell.
Kelleher, Mary Agnes	Lowell.
Lawrence, Edna Mae	Andover.

Leary, Mary Rita	Andover.
Levis, Catherine Helene	Haverhill.
Lyons, Sarah Frances	Lowell.
Lynch, Beatrice Christine	Lowell.
Marchacos, Clara	Lowell.
McEvoy, Ellen Emiliana	Lowell.
McGowan, Sarah Mary	Winchester.
Mullen, Mary Ellen	Cambridge.
Murphy, Helen Gertrude	Watertown.
Murray, Mildred Josephine	Cambridge.
O'Brien, Margaret	Lawrence.
O'Connor, Louise	Lawrence.
O'Dowd, Mary Theresa	Andover.
O'Neil, Josephine Miriam	Melrose.
O'Sullivan, Margaret Mary	Lowell.
Porteck, Rose	Lowell.
Powell, Helen Mary	Haverhill.
Provost, Gertrude	Graniteville.
Regan, Julia Anna	Lawrence.
Richards, Ruth Stevenson	Lawrence.
Robinton, Grace Marion	Lawrence.
Roche, Elizabeth Barbara	Lawrence.
Riley, Alice Mary	Lowell.
Ryan, Lillian Marguerite	Lawrence.
Salice, Lillian	Winchester.
Sargent, Virginia Esther	Lowell.
Savage, Mary Catherine	Lowell.
Schatz, Dorothy Anna	Methuen.
Sheridan, Mary Elizabeth	Lowell.
Smith, Priscilla Wilhelmina	Lowell.
Sullivan, Catherine Agnes	Lowell.
Weed, Margaret Aber	Lowell.
Whelton, Ruth Margaret	Lowell.
Whitaker, Hazel Bancroft	Tyngsborough.

Special Students.

Brenner, Lena	Chelsea.
Farrell, Agnes Eileen	Lowell.
Fitzgerald, Katherine Mary	Somerville.
Grant, Josephine Young	Lowell.
Hession, Helen Gertrude	Somerville.
Hobson, Violet Victorine Lillian	Lowell.

Lawn, Beatrice Gertrude	Woburn.
Leddy, Edna Julia Marie	Cambridge.
McLean, Mary Ruth	Boston.
Madigan, Elaine Frances	Haverhill.
Moskovit, Lena	Haverhill.
Reardon, Marguerite	Lawrence.
Shea, Anastasia	Woburn.
Smith, Marion Elizabeth	Lowell.
Stack, Margaret Rita	Andover.
Sullivan, Eleanor Virginia	Lawrence.

Summary.

Course for Music Supervisors	8
Postgraduate course	1
Three-year course: —	
Graduating in 1922	11
Two-year course: —	
Seniors	91
Juniors	70
Special students	16
Total	197

81
2
11

95
86
9

91
92
8
91
117
102

90
716
96

